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| **Grade:** | | **Course:** | | | | | **Unit:** | |
| **Common Core/Essential**  **Standard**  **RL.6.4, RL.6.6, RL. 6.9, RI. 6.2, RI.6.6, SL.6.1** | | **Description:**  **Unit 1: *I Won’t Grow Up—6 week unit*** | | | | | **Instructional Days:**  **1 week** | |
| **Learning Targets:**   * **I can identify rhythm & rhyme** * **I can analyze an author’s message about life** * **I can analyze an author’s autobiography as well as a poem by the same author to determine its main idea/central idea/theme** * **I can analyze how an author uses figurative language to create an image. Maya Angelou “paints a portrait” in words of her brother.** * **I can “see” and “feel” examples of figurative language** * **I can become a better writer by helping others improve their writing** * **I can improve my writing by adding more detail and explanation** | | | | **Recommended Resources:**  Biographical Information about Maya Angelou  Poem by Maya Angelou entitled “Life Doesn’t Frighten Me”- (older adoption Prentice Hall textbook p. 308 or  newest adoption Prentice Hall textbook p. 574)  Autobiography by Maya Angelou entitled “Brother” *from*  I Know Why the Caged Bird Sings - Holt textbook p. 444 | | | | |
| **Essential Terminology:**  **stanza**  **main/central idea/theme**  **simile**  **analogy**  **figurative language**  **infer**  **first person point of view**  **compare/contrast** | | | | **Online (only links specific to this standard):**  [**www.gigglepoetry.com**](http://www.gigglepoetry.com)  [**www.poetryteachers.com**](http://www.poetryteachers.com)  [**www.readwritethink.com**](http://www.readwritethink.com) | | | | |
| **Essential Readings:**  **“Life Doesn’t Frighten Me” by Maya Angelou**  **“Brother” *from* I Know Why the Caged Bird Sings by Maya Angelou** | | | | | | | | |
| **Essential Question:**  **How does the author portray a dynamic character in the short story?**  **How does the author feel about the topic and why does it matter?**  **What makes a story or a poem “great”? Give two examples from each.** | | | | | | | | |
| **Activating Strategy:**  **Take Cornell Notes on rhythm & rhyme after a brainstorming activity**  **(pairs) The poet uses lists of things to build rhythm & rhyme. What does the poet list in the first stanza?**  **Create a family tree. Choose one relative and share information with a classmate a story about your relationship.** | | | | | | | | |
| **Suggested Instructional Tasks:**  **(pairs) Create several lines of your own about fears that are real or imagined using similies.**  **(pairs) Grab an emotion (from a bag) and create an analogy with it. Also called Grab Bag activity.**  **(independent) PreWriting: After using a compare/contrast chart, begin a paragraph to be edited by a peer about the main idea of each selection (“Life Doesn’t Frighten Me” by Maya Angelo and “Brother” *from* I Know Why the Caged Bird Sings).**  **(pairs) Peer edit another student’s paragraph, check for capitalization and punctuation. Check for descriptive sentences with examples/details.** | | | | | | | | |
| **Literacy Component:** Reading  Textbook: “Life Doesn’t Frighten Me” and “Brother” *from* I Know Why the Caged Bird Sings | Writing  Create an emotion poem. | | | | Listening & Speaking  Share story of a relationship with your relative. | | | Language  Become a better writer by helping others improve their writing and improve your own writing by adding more details/explanation. |
| **Summarizing Strategy:**  Read aloud poems and discussion of their meaning stanza by stanza  Discussion of family tree | | | | | | | | |
| **Support for Differentiation:**  ELL  What character traits would be considered pleasing in a younger brother? What character traits would be considered pleasing in an older brother? Why are they somewhat different? Discuss them with a partner.  Think, pair, share  Recall basic family vocabulary:  Mother, father, aunt, uncle, cousin, brother, sister | | | EC  The rhyme scheme for the poem is called “rhyming couplets”. Find other examples of this type using the online resource listed above.  Create an emotion poem from an object drawn from a paper bag. | | | AIG  Determine with a partner what questions you would like to ask Maya Angelou. Have one person write the questions and the other give possible answers based on actual/available autobiographical information.    Create a short play based on an  emotional growth experience you have had. Include at least two characters plus dialogue. | | |

**Sample Formative Assessment (aligned to Learning Target):**

Design a self-assessment rubric for the emotion poem.

Illustrate either the poem or the short story to capture the spirit of the writing. Use a paragraph to explain the reason you chose the particular illustration. Present it to the class for peer evaluation (rubric for evaluation).

Write a letter to the author, Maya Angelou. Tell whether you like the poem and why and whether you would recommend it to others. Use a block format or modified block format. Include a heading, inside address, salutation, body, closing and signature. Have a peer to edit it before submitting on an Edmodo word document.